DOCUMENT RESUME

ED 052 843 24 PS 004 904

AUTHOR	Haskell, Lucy A., Comp.
TITLE	British Primary Education: An Annotated Bibliography.
INSTITUTION	ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
SPONS AGENCY	National Center for Educational Communication (DHEW/OE), Washington, D.C. Division of Information Resources.; Office of Economic Opportunity, Washington, D.C.
BUREAU NO	BR-0-0288
PUB DATE	Jul 71
CONTRACT	OEC-0-70-2623(519)
NOTE	18p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Annotated Bibliographies, Curriculum, Educational Change, *Educational Innovation, Educational Methods, *Educational Philosophy, *Instructional Innovation, *Teaching Methods
IDENTIFIERS	Great Britain, Open Education

ABSTRACT

This annotated bibliography lists British publications useful to American educators' understanding of educational reform in England and the British primary schools. Since American enthusiasm for open and informal educational methods has grown so quickly, this bibliographic tool is a necessary first step in the systematic, thorough study of British schools as potential models for United States school reform. The bibliography is divided into four sections: "A Brief Survey of English Education," describing the major trends of education in the context of British history; "Pioneers in Educational Thought," accounts of some of the major educational innovators of the past 150 years; "Contemporary Trends in Primary Education," descriptions of "informal" programs and samples of the continuing British debate over the schools and where they should be heading; and "Curriculum Innovations," descriptions of innovations in various subject areas. Two brief sections are added for those who are interested in an American view of British Primary Schools and in general background material. (Author/AJ)

ED052843

PA-24
BR-0-0288
OEC-0-70-2623(519)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

BRITISH PRIMARY EDUCATION:

AN ANNOTATED BIBLIOGRAPHY

Compiled by

Lucy A. Haskell

Reproduced by the ERIC Clearinghouse on Early Childhood Education

This paper was produced pursuant to a contract with the Office of Education, U. S. Department of Health, Education and Welfare and a grant from the Office of Economic Opportunity. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment. Points of view or opinions stated do not, therefore, necessarily represent official Government position or policy.

PS 004904

Educational Resources Information Center
Clearinghouse on Early Childhood Education
805 West Pennsylvania
Urbana, Illinois 61801

July 1971

Foreword

The Educational Resources Information Center/Early Childhood Education Clearinghouse (ERIC/ECE) is one of a system of 20 clearinghouses sponsored by the United States Office of Education to provide the educational community with information about current research and developments in the field of education. The clearinghouses, each focusing on a specific area of education, (such as early childhood, reading, linguistics, and exceptional children), are located at universities and institutions throughout the United States.

The clearinghouses search systematically to acquire current, significant documents relevant to education. These research studies, speeches, conference proceedings, curriculum guides, and other publications are abstracted, indexed and published in Research in Education (RIE), a monthly journal. RIE is available at libraries, or may be ordered from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

Another ERIC publication is Current Index to Journals in Education (CIJE), a monthly guide to periodical literature which cites articles in more than 560 journals and magazines in the field of education. Articles are indexed by subject, author, and journal contents, CIJE is available at libraries, or by subscription from CCM Information Corporation, 909 Third Avenue, New York, New York 10022.

The Early Childhood Education Clearinghouse (ERIC/ECE) also distributes a free, current awareness newsletter which singles out RIE and CIJE articles of special interest, and reports on new books, articles, and conferences. The ERIC/ECE Newsletter also describes practical projects currently in progress, as reported by teachers and administrators. For more information, or to receive the Newsletter write: ERIC/ECE Clearinghouse, 805 W. Pennsylvania Avenue, Urbana, Illinois 61801.

Introduction

In response to growing interest in a group of state primary schools in England identified in 1967 by the Plowden Report as "pacemakers and leaders of education,"[1] a number of attempts have been made to replicate the programs of these schools in the United States. Numerous publications have described and extolled the virtues of what we have come to call "open education."

Some educators in this country are somewhat alarmed about the speed with which this movement has gathered momentum. We see a tendency to oversimplify and romanticize the developments in the British primary schools (and especially the infant schools) and to ignore the problems the British continue to face in producing more programs of "pacemaker" caliber. We who very much want to see such programs developed in the United States are afraid that mindless attempts by well-meaning people to install open education in the hasty manner in which we have vainly tried to promulgate so many other promising ideas will lead to the conclusion that it won't work here--and we won't even have tried it!

The transformation of the British educational system has been a long and complex affair--and it is still going on. To understand all the strands of development we will have to study the British experience in considerably more depth than we have to date. Underlying economic, social and political factors contributing to the growth of the British movement must be identified and compared or contrasted with similar factors in the United States before we can clearly distinguish the characteristics of the "pacemakers", which may be specific to the British context from those which are exportable.

---

[1] Central Advisory Council for Education. Children and Their Primary Schools. London: Her Majesty's Stationery Office, 1967. Vol. I, p. 101.

These were among the conclusions drawn by Lucy Haskell in a study she recently completed of the development of the British primary (elementary) schools.[2] Miss Haskell spent nine months in Great Britain during 1970 visiting primary schools, interviewing individuals connected with the schools and reviewing the historical and current literature relevant to the development of early childhood education (and particularly the "pacemaker" schools) over the past century.

One of her main findings was that the programs of the pacemakers had evolved--often over a period of a decade or longer--in local buildings or districts, and typically under the guidance of a strong leader. As a first step in getting the results of her study to educators in this country, ERIC/ECE asked Miss Haskell to prepare an annotated bibliography of the British publications which she thought would contribute most to our understanding of educational reform in England.

The bibliography is divided into four sections. "A Brief Survey of English Education" contains items describing the major trends of education in the context of British history. "Pioneers in Educational Thought" presents accounts of some of the major educational innovators of the past 150 years. (Some, like John Dewey, were Americans.) For the section on "Contemporary Trends in Primary Education", Miss Haskell has selected items both pro- and anti-Plowden, including both descriptions of "informal" programs and samples from the continuing British debate over the schools and where they should be heading. The selections in "Curriculum Innovations" are descriptions of innovations in various subject areas. Two brief sections are added for those who are interested in an American view of British Primary Schools and in general background material.

---

[2] Lucy A. Haskell. The Pacemaker British Primary Schools: Studies on Innovation and Change in Education. Unpublished doctoral dissertation. University of California, Berkeley, 1971. (Available through University Microfilms, Ann Arbor, Michigan).

In forwarding this valuable bibliography to us Miss Haskell wrote:

> The need for such a bibliographic tool has been evident for some time.... In fact, our enthusiasm for open or informal educational methods has now reached the point that demands systematic and thorough study. What ideas people and events were involved in the development of these English schools? Do the British primary schools represent useful models for United States school reform--or are they developments unique to the British socio-political scene? Can America adapt/borrow anything from Britain? Under what conditions? What special problems are involved?

Answers to questions like these need to be sought vigorously by all who are concerned with the need for educational reform in this country. Please note that the British pacemakers were not developed as pacemakers, as panaceas for the problems of British Education. They were developed by local educators who wanted to do better by the children who passed through their schools and recognized as "pacemakers" afterwards. It is the process by which they developed and the ideas that guided that process that we should be trying to understand, not the product, for by the time we get the program details of a pacemaker school described it may have evolved further into something else.

Developing a "pacemaker" program takes long hard work. It remains to be seen how many of us are willing to put in the effort.

David L. Elliot
ERIC/ECE

A Brief Survey of English Education

Blyth, W. A. C. English Primary Education. 2 vols. London: Routledge & Kegan Paul, revised 1967.

The first sociological study of English primary education in two self-contained volumes. Volume I emphasizes primary schools as social institutions, while the second volume focuses on the background all in light of the Plowden Council.

Burgess, Tyrrell. A Guide to English Schools. London: Penguin Books, revised 1969.

A straightforward and up-to-date guide on English schools, together with an outline of their administration and structure.

Corbett, Anne. Much to Do About Education. London: Council for Educational Advance, 1968.

Critically surveys the fate of the major reports in pamphlet form.

Curtis, S. J. History of Education in Great Britain. London: Tutorial Press, reprint 1968.

Standard reference (from the earliest times to the present day).

Dent, H. C. The Educational System of England and Wales. London: University of London Press, revised 1969.

A brief comprehensive description of the English educational system, prefaced by a short historical survey.

Gosden, P. H. J. H., ed. How They Were Taught. London: Blackwell, 1969.

Anthology of original sources 1800-1950. Gives flavor and life to the numerous periods.

Lowndes, G. A. N. The Silent Social Revolution. London: Oxford University Press, revised 1969.

In this old British favorite, we find the child slowly assuming importance as the national conscience is aroused through vigorous and committed leadership on various levels of society. First published in 1937, the present revision runs from 1895-1965.

Maclure, J. Stuart. Educational Documents: England and Wales 1816-1968. London: Methuen, revised 1969.

Extracts from the primary documents which have shaped British educational policy. A work for the serious student.

Musgrave, P. W. Society and Education in England Since 1800. London: Methuen, 1968.

This sociological study covers the period at an introductory level. Particular attention is paid to the definition of education held by those in power and by various social classes; the demands of the economy; the role of the family; and the autonomous change generated within the system by the large measure of freedom granted to those who run the schools. Concise and well written.

Report of the Consultative Committee on the Primary School (Hadow). Her Majesty's Stationery Office, 1931 (reprinted 1962).

Official recognition/support for informal education in 1931. A classic.

Smith, W. O. Lester. Education. London: Penguin Books, revised 1969.

Presents for the reader most of the fundamental issues under discussion today in English educational circles (a pocket book).

PS 004904

Pioneers in Education Thought

Burston, W. H. "The Influence of John Dewey in English Official Reports." International Review of Education, 7 (1961-62), 311-25.

An interesting personal interpretation.

Gardner, D. E. M. Susan Isaacs - The First Biography. London: Methuen, 1969.

The only biography on the founder of child development in Britain by a close friend and student.

Lawrence, Evelyn, ed. Friedrich Froebel and English Education. London: Routledge & Kegan Paul, reprint 1969.

The early struggles to create a child- rather than a subject-oriented primary education. The origins of the English kindergarten movement which influenced the structure of British schools.

Lowndes, G. A. N., ed. Margaret McMillan: The Children's Champion. London: Museum Press, 1960.

A tribute by the Nursery School Association of Great Britain on its founder and inspiring leader in the revolution for child nurture (out of print).

Marsh, Leonard. Alongside the Child in the Primary School. London: A & C Black, 1970.

A description of primary education at its best.

Marshall, Sybil. An Experiment in Education. New York: Cambridge University Press, reprinted 1966.

Fast becoming a classic, this account describes 18 years in a Cambridgeshire country school. The author's views should be stimulating to anyone studying 'open' education as the emphasis is on the creative arts (36 plates enrich the text). The forward has been rewritten for the 1971 edition.

Neill, A. S. Summerhill. New York: Hart, 1959.

An innovator that needs no introduction.

Owen Robert. A New View of Society and Other Writings. London: Dent, 1927.

Socialist founder of the British infant school (1816).

Rabindranath Tagore: Pioneer in Education. A Collection of Essays and Exchanges between Tagore and L. K. Elmhirst of Dartington Hall. London: John Murray, 1961.

An unusual group of letters between two visionaries.

van der Eyken, Willem and Barry Turner. Adventures in Education (see especially "The Malting House School," pp. 15-67, and "Art/Craft: Marion Richardson and Robin Tanner," pp. 103-24). London: Allen Lane and the Penguin Press, 1969.

Biographical studies of five men and women who have contributed to modern British education.

Wake, R. A. (HMI) "The 'New School' and Its Influence Today." Trends (Department of Educational and Science Official Journal). No. 9 (January 1968), 31-36.

An account of progressive schools by a member of Her Majesties Inspectorate.

Warner, Sylvia Ashton. Teacher. New York: Bantam Books, reprint 1967.

Twenty-four years teaching in a New Zealand infant school by a remarkable artist/teacher.

Youngman, Nan, ed. "Marion Richardson" (Commemorative Issue). Athene, 1, Vol. 4 (summer 1947).

The student of Marion Richardson edits perhaps the only comprehensive account of that great art teacher's life and work. (Miss Richardson is given credit for beginning the art revolution in the primary schools along with HMI Tanner in the 30's).

Contemporary Trends in Primary Education

Bassett, G. W. Innovation in Primary Education. London: John Wiley, 1970.

Recent developments in primary education in England and the United States. The book also attempts to evaluate these changes in light of modern theory and educational objectives. An outstanding presentation.

Blackie, John. "Forward from Plowden." Froebel Journal, No. 13 (March 1969), 5-8.

The former Chief Inspector for Primary Education discusses future trends.

_____. Inside the Primary School. London: Her Majesty's Stationery Office, 1967.

Written for the Department of Education and Science, this small paperback interprets the Plowden Report to English parents and the public. We are taken into the English primary schools by an official guide.

Brearley, Molly. Fundamentals in the First School. Oxford: Blackwell, 1969.

An introduction to modern methods by the former principal of the Froebel Institute College of Education, Roehampton.

British Broadcasting Publications. Discovery and Experience (pamphlet designed to accompany 8 BBC innovative primary school films), 1965; and Growth and Play (parents' pamphlet for 10 early childhood films), 1965.

The films may be rented from Peter M. Robeck and Company, 230 Park Avenue, New York, N.Y. 10017. They show the British primary school in action.

Brown, Mary and Norman Precious. The Integrated Day in the Primary School. London: Ward Lock, 1968.

How the integrated day works in Leicestershire County, England.

Burrows, L. J. "Plowden - One Year Later." Trends, No. 9 (January 1968), 16-19.

A Chief Inspector for Primary Education discusses abuses in the system when teachers are poorly trained and methods are applied without system.

Central Advisory Council for Education. Children and Their Primary Schools (Plowden Report). 2 vols. London: Her Majesty's Stationery Office, 1967.

The 1967 Report of the Central Advisory Council (England) entitled Children and Their Primary Schools in two volumes. Volume I contains the report, while II covers the research and surveys. Should be read by educational scholars. Stresses progressive methods as practiced by a third of the English primary schools. A lengthy document (550 pages), but extremely readable.

Children at School: Primary Education in Britain Today. Published for the Center for Curriculum Renewal and Educational Development Overseas (CREDO). London: Heinemann. 1969.

Twelve chapters on British primary education since the Plowden Council. Written by experts, this is perhaps the best introduction to the current scene.

Cox, C. B. and A. E. Dyson, eds. Black Paper Two. London: Critical Quarterly Society, 1969.

The Black Papers present an argument against the modern trends in British education. Along with R. S. Peters' Perspectives on Plowden the offer a balanced view of the Plowden Report and its impact on the public as a whole. Of particular interest is Bantock's Discovery Methods (pp. 110-18).

Dearden, R. F. The Philosophy of Primary Education. London: Routledge & Kegan Paul, 1968.

A through examination of the basis for primary education. Should be read in conjunction with R. S. Peters' work (e.g., Perspectives on Plowden, The Concept of Education). Mr. Dearden takes issue with several aspects of the Plowden Report.

Gardner, D. E. M. The Education of Young Children. London: Methuen, 1956.

A survey of the primciples and methods of educating children in the nursery school by the former Head of the Department of Child Development, London Universities Institute of Education.

Isaacs, Susan. Intellectual Growth in Young Children. London: Routledge, 1930.

British classic in child psychology (along with Social Development in Young Children, 1935).

_____. The Nursery Years. London: Routledge, 1933.

The mind of the child from birth to six years with an introduction by Millie Almy in the Schocken, 1968 U. S. edition.

Lawrence, Elizabeth. "Infants at Work." 7 parts. Teachers World, October 25 (p. 9); November 1 (p. 10); November 8 (p. 24); November 15 (p. 10); November 22 (p. 14); November 29 (p. 9); December 13 (p. 9), 1968-69. Note, titles include "Classroom Organization," "Experiences: Activity and Choosing," and "Relationships Within the School," etc., 1968-69.

Typical journal articles on 'how to do it yourself' by a local adviser in infant education. Gives a down-to-earth approach. Useful for the working teacher.

Marshall, Sybil. Adventures in Creative Education. London: Pergamon, 1968.

Innovative teacher training by an artist/teacher.

Mason, S. C., ed. In Our Experience. England: Longmans Green, 1969.

The Leicestershire experience, edited by the Director of Education (Leicestershire County, England).

Mellor, Edna. Education through Experience in the Infant School Years. Oxford: Blackwell, 1950.

A popular book for teachers and parents in the modern infant school tradition.

New Patterns for Primary Schools. London: Fabian Society, 1964.

A social document (short pamphlet available from the Fabian Society).

Nisbett, John, ed. Scottish Education Looks Ahead. Edinburgh: Chambers of Edinburgh, 1969.

Progressive education in Scotland.

Peters, R. S., ed. Perspectives on Plowden. London: New York: Humanities Press, 1969.

A critic of the Plowden Report, Professor Peters presents his views along with others on the appropriateness of Plowden's theoretical basis. A significant work.

_____., ed. The Concept of Education. London: Routledge & Kegan Paul, 1967.

A collection of articles on varied aspects of teaching and learning by a professor of Philosophy of Education, University of London, Institute of Education.

Plowden, Lady Bridget. "Plowden Plus Three." Times Educational Supplement (London), January 16, 1970. p. 2.

The Chairman of the Plowden Report gives a summary on Plowden today.

Razzell, Arthur. Juniors: A Postscript to Plowden. London: Penguin Books, 1968.

Progressive methods in the Junior School (7 plus - 11 plus). A very readable pocket book by an artist/teacher.

Ridgway, Lorna. Family Grouping in the Primary School. New York: Agathon (in press).

The first book to discuss English family grouping with all its ramifications.

Scottish Education Department. Primary Education in Scotland. Edinburgh: Her Majesty's Stationery Office, 1965.

Progressive education - often called the Scottish Plowden Report.

Stone, Peter. Story of a School. London: Her Majesty's Stationery Office, 1949.

The only book of its kind to be published by the English government. A principal artist/teacher develops creative education in an urban slum school (slim pamphlet).

Walton, Jack, ed. The Integrated Day in Theory and Practice. London: Ward Lock, 1971.

A plea for more hard evidence before applying popular educational theories, e.g., the integrated day approach.

Webb, Lesley. Modern Practice in the Infant School. Oxford: Blackwell, 1969.

A short practical guide for teachers interested in modern methods and how to apply them in the classroom (e.g., organizing the room, the day, presenting the 3 R's, etc.).

Curriculum Innovations

Biggs, Edith. "Progress in Primary Maths." Trends, No. 16 (October 1969), 18-22.

Children as Writers. Annual Anthologies of Entries for 'Daily Mirror (London)' Children's Literary Competition (from 1960).

Clegg, A. B. The Excitement of Writing. London: Chatto & Windus, 1964.

Jordan, Diana. Childhood and Movement. London: Blackwell, 1960.

Leban, Rudolf. Modern Educational Dance. London: Macdonald & Evans, 1960.

_____. The Mastery of Movement (Revised by Ullmann). London: Macdonald & Evans, 1960.

Lovell, K. The Growth of Basic Mathematical and Scientific Concepts in Children. London: University of London Press, 1961.

Marshall, Sybil. Aspects of Art Work 5-9. London: Evans, 1967.

Mathematics in Primary Schools. Schools Council Curriculum Bulletin No. 1. London: Her Majesty's Stationery Office, revised 1967.

First published in 1966, this notable book helped spark the mathematics revolution in Britain. A 'must' for anyone interested in the British school transformation. Reports and highlights the work done by artist/teachers in the classroom.

Melzi, Kay. Art in the Primary School. London: Blackwell, 1967.

Moving and Growing (Physical Education in Primary School), Part I; and Planning the Program, Part II. London: Her Majesty's Stationery Office, 1965.

Nuffield Mathematics Project and Check Ups. 8 vols. New York: John Wiley, 1967 (1970 for Check Ups).

Written by working teachers, these unusual guides are profusely illustrated by children's work. Based on a Piagetian rationale, the guides support the idea of active discovery in the classroom and beyond. Of equal importance are the "Check Ups" developed under the direct supervision of Dr. Piaget in Geneva.

Nuffield Science Project 5/13 (in process - trial copies available from Nuffield team at Bristol University, Bristol, England).

Orff, Carl. Music for Children. London: Schott's (48 Great Marlborough St., W1), n.d.

_____ and Gunild Keetman. Music in the Primary School. London: Schott's, n.d.

Read, Herbert. Education through Art. Faber & Faber, 1961.

Richardson, Elwyn S. In the Early World. New Zealand: Council of Educational Research, 1964.

Richardson, Marion. Art and the Child. London: University of London Press, 1948.

Russell, Joan. Creative Dance in the Primary School (Leban). London: Macdonald & Evans, 1965.

Slade, Peter. An Introduction to Child Drama. London: University of London Press, 1954.

Way, Brian. Development through Drama. London: Longmans, 1967.

American Interpretation of the British Pacemakers

Armington, David E. A Plan for Continuing Growth. Newton: Educational Development Center (EDC), 1968.

Barth, Roland and Charles Rathbone. "Informal Education." Center Forum, 3, No. 7 (July 1969), 1-16.

_____. Open Education: An Annotated Bibliography. Newton: Education Development Center (EDC), 1970.

Cook, Ann and Herbert Mack. "The British Primary School." Education Digest, 35, No. 6 (February 1970), 36-38.

Featherstone, Joseph. "Experiment in Education" (December 13, 1968), 23-25; "The Primary School Revolution in Britain" (Reprint, 1967); "Tools for Learning" (December 21, 1968), 17-20; "Why So Few Good Schools?" (January 4, 1968), 18-21. The New Republic.

_____. "Report Analysis: Children and Their Primary Schools." Harvard Educational Review (reprint), 38, No. 2 (spring 1968).

Gross, Beatrice and Ronald Gross. "A Little Bit of Chaos." Saturday Review of Literature, May 16, 1970.

_____, eds. Radical School Reforms. New York: Simon & Schuster, 1970.

Hull, W. P. Leicestershire Revisited (1964). Newton: Educational Development Center (EDC), 1969.

Infants School. Transcription of an interview with Miss Susan M. Williams by Courtney B. Cazden (1967). Newton: Educational Development Center (EDC), 1969.

Kallet, Tony. "Two Classrooms." This Magazine is About Schools (Toronto), 1, No. 1 (April 1966), 45-47.

Omwake, Eveline. "From the President." Young Children, 24 (March 1969), 195.

Open Education. Washington, D. C.: National Association for the Education of Young Children, 1970.

Rogers, Vincent. Teaching in the British Primary School. New York: Macmillan, 1970.

Silberman, Arlene. "They'll Never Stop Learning: Excitement in North Dakota." Reader's Digest, July 1970, 209-210+.

Silberman, Charles. Crisis in the Classroom. New York: Random House, 1970.

Stretch, Bonnie Barrett. "The Rise of the 'Free School.'" Saturday Review of Literature, June 20, 1970, p. 76, 93.

The British Infant School. Melbourne, Florida: Institute for Development of Educational Activities (IDEA), 1969.

Uline, Donald. "What I Learned from the British Schools." Grade Teacher, 86, No. 6 (February 1969), 100-103+.

Villet, Barbara. "The Children Want Classrooms Alive with Chaos." Life, April 11, 1969, pp. 50-52+.

Webber, Lillian. "Creating Tradition." Center Forum, 3, No. 7 (July 1969), 16-24.

_____. "The Open Classroom." Center Forum, 3, No. 6 (May 15, 1969).

Williams, Rosemary. Reading in the Informal Classroom. Newton: Educational Development Center (EDC), n.d.

Yeomans, Edward. Education for Initiative and Responsibility (1967). Boston: National Association of Independent Schools (NAIS), 1969.

Background Material on the Primary Schools

Allen of Hurtwood, Lady. Planning for Play. Cambridge, Massachusetts: MIT Press, 1969.

Armytage, W. H. G. The American Influence on English Education. London: Routledge & Kegan Paul, 1967.

Building Bulletins. Eveline Lowe Primary School, No. 36 (1967); New Primary Schools, No. 1 (reprinted 1967); Primary School Plans - A Second Selection, No. 23 (1964); and Village Schools, No. 3 (reprinted 1964). London: Her Majesty's Stationery Office.

Central Advisory Council for Education. Half Our Future (Newsom Report). London: Her Majesty's Stationery Office, 1963.

Clegg, Alec and Barbara Megson. Children in Distress. London: Penguin Books, 1968.

Douglas, J. W. B. The Home and the School. London: Panther, 1964.

_____, Ross, J. M. and H. R. Simpson. All Our Future - A Longitudinal Study of Secondary Education (Follow-up to "The Home and the School"). London: P. Davis, 1968.

Jackson, Brian, ed. "Parents' A-Z of Education." The Sunday Times Magazine (London). 8 parts. January 8, 25; February 1, 8, 15, 23; March 2, 9, 1970.

King, Edmund J. Other Schools and Ours. New York: Holt, Rinehart and Winston, 1967.

Our Young Children. London: Her Majesty's Stationery Office, 1969.

Planning for Education in 1980. London: Fabian Society, February 1970.

Pringle, M. L., Buttler, N. K. and R. Davis. 11,000 Seven-Year-Olds. London: Longmans, Green & Co., 1967.

Sheridan, Mary. The Developmental Process of Infants and Young Children. London: Her Majesty's Stationery Office, reprinted 1968.

Yudkin, Simon. 0-5: A Report on the Care of Pre-School Children. London: George Allen and Unwin, 1967.

van der Eyken, Willem. The Pre-School Years. London: Penguin Books, 1967.

Weaver, T. R. Unity and Diversity in Education. London: Department of Education and Science, 1970.